DOCUMENT RESUME

ED 363 450 PS 021 929

AUTHOR Karas, Elizabeth A.
TITLE Using the Head Start On-Site Program Review Instrument (OSPRI) To Train Principals in Developmentally Appropriate Classroom Practices.
PUB DATE 93
NOTE 46p.; Ed.D. Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Responsibility; Federal Regulation; *Inservice Education; Preschool Education; *Principals; Program Effectiveness
IDENTIFIERS *Developmentally Appropriate Programs; Project Head Start

ABSTRACT

This practicum was designed to help principals who supervise school district prekindergarten classes become more knowledgeable about developmentally appropriate educational practices by using the Head Start On-Site Program Review Instrument (OSPRI). Inservice training was designed and presented in three segments and included an independent follow-up activity which encouraged participants to apply learning. A total of 9 of the 21 school principals who supervise prekindergarten classes were familiarized with research about high-quality early childhood programs, with the local program configuration, with Head Start Education Performance Standards and developmentally appropriate classroom practices, and with the Head Start review instrument, the OSPRI. Qualitative data indicated that those principals who participated in the training showed increased knowledge about developmentally appropriate practices. Five appendixes provide copies of the prekindergarten administrator's inservice evaluation form, the objectives and agenda of the three inservice training sessions, and samples of the principals' responses on the inservice evaluation forms. (MDM)

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Using the Head Start On-Site Program Review Instrument (OSPRI) to Train Principals in Developmentally Appropriate Classroom Practices

by

Elizabeth A. Karas

Cluster XL

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A Practicum I Report Presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1993

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: William Hammond

William Hammond

Former Director of Curriculum Services
Title

5456 Parker Drive, Ft. Myers, FL 33919
Address

May 30,1993
Date

This practicum report was submitted by Elizabeth A. Karas under the direction of the adviser named below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

July 25, 1993
Date of Final Approval of Report

Roberta Schomburg
Dr. Roberta Schomburg, Adviser

ACKNOWLEDGEMENTS

The writer would like to thank her practicum advisor, Dr. Roberta Schomburg, for her patience and guidance. She would also like to thank her Ed.D. cluster coordinator and former Ed.S. practicum advisor and professor, Dr. Jean Harrell, for her constant support until her recent illness. A final and special thanks must go to the writer's family for their love and understanding throughout this practicum.

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ABSTRACT

Using the Head Start On-Site Program Review Instrument (OSPRI) to Train Principals in Developmentally Appropriate Classroom Practices. Karas, Elizabeth A., 1993: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Child and Youth Studies/Early Childhood/At-Risk/Staff Development/School District/Preschool/Principal Competencies/Principals

This practicum was designed to help principals who supervise school district prekindergarten classes become more knowledgeable about developmentally appropriate educational practices by using the Head Start On-Site Program Review Instrument. Inservice training was designed and presented in three segments and included an independent follow up activity which encouraged participants to apply learning. Participants received staff development points for the free training.

The writer developed the inservice agendas and training objectives which familiarized participants with research about high quality early childhood programs, with the local program configuration, with Head Start Education Performance Standards and developmentally appropriate classroom practices, and with the Head Start program review instrument, the OSPRI. The training culminated in an independent activity where principals used the OSPRI at their own prekindergarten program sites to improve their programs.

Analysis of the quantitative data revealed that fewer principals participated in the training than was anticipated, but qualitative data indicated that those principals who were involved showed increased knowledge about developmentally appropriate practices in prekindergarten classes.

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CHAPTER I

INTRODUCTION

Description of Community

The work setting is a prekindergarten program under the auspices of a large school district which serves approximately 30,000 children. The school district is in a southern state and encompasses rural, suburban, and urban areas with residents whose socioeconomic status' range from poverty-level to upper class.

The 30 prekindergarten classes are situated at 21 elementary school sites scattered throughout the district. The prekindergarten classes are composed of 20 4-year-old at-risk children who are eligible for either the state early intervention program or for the Head Start program. Eligibility requirements allow children to participate whose parents prove poverty-level or near poverty-level incomes, or who have other at-risk factors such as a mild disability, foster child status, or other condition which could inhibit a child's successful development in school.

The school district is subject to a court-ordered busing decree to equalize minority and majority populations, therefore the minority prekindergarten children are often bused out of the community in which

they live to attend their school of assignment which may be as much as ten miles away.

The school principals are responsible for the daily, direct supervision of the prekindergarten classes and the teaching staff. The prekindergarten program is administered at the central office level and provides support services to the principals and to the enrolled children and families through the coordination of health, social work, and parent involvement and educational services.

Writer's Work Setting and Role

This writer's title is program coordinator. Job responsibilities include grant writing for the prekindergarten state grant, the Head Start grant, the First Start grant, and the Even Start grant. The writer is responsible for maintaining compliance with applicable federal and state laws and for administering the programs in general. Direct supervision of nearly 20 employees and indirect supervision of 80 others is included in this assignment, as is consultation with principals and other district administrative personnel.

The writer has an undergraduate degree in Early Childhood, a Masters degree in Library Science, an Educational Specialist degree in Administration and Supervision, and is working towards an Ed.D. in Child and

Youth Studies. The writer is a member of various professional organizations and councils and has served on local and state boards both in voluntary, elected and appointed positions. Quality children's programs for at-risk preschool children and families have been and continue to be the focus of concern for the writer.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The prekindergarten classes have been placed throughout the district according to the economic need in the community feeding the school. The instrument used to determine the degree of economic need has been the Chapter I Economic Needs Survey. This survey lists schools in the district in order of the percentage of enrolled children eligible to receive free lunch under the federal Child Care Food Program. The schools with the highest percentage of children eligible for free lunch were determined to be those schools showing the greatest economic need. Since not enough funding is available to allow all eligible children in the community to participate in an early intervention program, the prekindergarten classes have been apportioned according to the Chapter I survey. Sometimes the percentage of children receiving free lunch was so high that more than one prekindergarten class was placed at that school site.

Prekindergarten classroom sites, then, were not chosen by assessing whether a potential site had a principal who demonstrated understanding and expertise in early childhood. The prekindergarten classes were offered to the schools which demonstrated high populations of

economically needy children. With few exceptions, principals who were offered the prekindergarten classes welcomed the program on their campuses. However none of the principals were fully aware of program standards, developmentally appropriate practices, audit instruments, and their administrative and supervisory responsibilities in regard to the new classes. In brief, principals were unprepared to be accountable for quality prekindergarten classrooms at their school sites.

Problem Documentation

During the winter of 1990-91, five calls were received by this writer from school principals who noticed that the existing formative evaluation instrument for elementary classroom teachers did not match the teacher behaviors in their on-site prekindergarten classrooms. The writer responded that, indeed, whole group and teacher-directed instruction, items on the formative evaluation instrument, were not typically developmentally appropriate.

In the spring of 1991, this writer visited all of the existing prekindergarten classrooms and observed that 15 of these classrooms had elements which would have placed them out-of-compliance with the education portion of the Head Start program audit instrument.

During the summer of 1991, all seven principals who were to receive new prekindergarten classroom units

expressed interest in learning about program requirements and implementation.

In the summer of 1991, a computer survey was conducted which showed that only 4 of 32 elementary school principals in the district were certified in early childhood, and of these, none currently had prekindergarten classes at their sites.

Causative Analysis

It was this writer's belief that there were four causes of the problem. In the last three years, classes had to move from a centralized location where administration and supervision of the program was the responsibility of this writer who was trained in early childhood and specific program standards, to decentralized locations in elementary schools where the principals were untrained in early childhood and specific program standards.

Classes had to be established to serve new children at such a rapid pace that little attention had been given to the training of principals. The ordering of materials, equipment and portable classroom units, as well as the recruitment of children, and the coordination and the provision of health and social services, took precedence over the training of building administrators.

Principals had certification in elementary education, and in administration and supervision of kindergarten

through grade 5, but did not have certification showing training in and knowledge about early childhood programs.

Until recently, there was no inservice education component to train principals about prekindergarten programs. In the spring of 1991, the state encouraged districts to devise a training component in response to prekindergarten early intervention legislation requiring principals and other prekindergarten supervisors to have six university credit hours or 120 inservice hours in early childhood.

Relationship of the Problem to the Literature

Review of the literature gave evidence that there has been a widespread concern about prekindergarten program administration in public elementary schools. Problems with prekindergarten programs in public school settings were noted.

In his statement to the Select Committee on Children, Youth and Families, Garbarino (1987) expressed concern that public school preschool programs were providing watered-down elementary school curriculum to 3- and 4-year-old children. Molnar (1991) indicated that the more structured and formal instructional delivery system of kindergarten was being pushed downward into the prekindergarten arena. Elkind (1988) noticed that there has been resistance to providing developmentally appropriate programming to young children in the context

of public school systems. The National Association for the Education of Young Children (1987) described a vignette about an observing principal who saw the children playing in a public school 4-year-old class and who asked the teacher when she was going to teach. The National Association of Elementary School Principals (1990) expressed the fear that just as school districts had adopted kindergarten programs that were like first grade, they would do the same for prekindergarten programs under their auspices.

The literature revealed several causes of the problem. The National Association of Elementary School Principals (1990) indicated that a 3- and 4-year-old program in an elementary school was a relatively new phenomenon. Garbarino (1987) believed that an insensitive bureaucratic structure such as a school system, and staff incompetence may cause prekindergarten programs to fail.

In addition, Elkind (1988) noted that the traditional school paradigm of learning is based on Skinner's behavioral learning theory, while the early childhood education paradigm is most often based on Piaget's learning theory which is less measurable, and therefore less demonstrably effective, thereby creating resistance on the part of administrators to its use. In fact, Molnar (1991) said that structured kindergarten curriculum may be pushed downward because of a desire for curriculum continuity on the part of administrators.

Because principals play important leadership roles in administering prekindergarten programs (National Association for the Education of Young Children, 1987), their knowledge base and attitudes can negatively affect the program. Many principals have had teaching experience in elementary school, but not in early childhood programs and, in fact, have had little educational training in teaching methods for early childhood classrooms. Principals are responsible for implementing district policy which may be unclear or inappropriate where new prekindergarten programs are concerned, resulting in inappropriate guidance by the principal at the school level. In addition, principals may be pressured by parents who are not knowledgeable about good early childhood programs. Finally, principals are held accountable by other school authorities for student achievement which may also pressure them into documenting prekindergarten student achievement in inappropriate ways.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum was to help principals who supervise the district prekindergarten classes become more knowledgeable about developmentally appropriate educational practices. This would assist them to more effectively administer the program at their school sites.

Behavioral Objectives

1. Of the 21 principals with prekindergarten classes, 10 would become familiar with selected standards of developmentally appropriate practices which should be present in an early childhood classroom.
2. Of the 21 principals, 10 would become familiar with indicators of the selected standards.
3. Of the 21 principals, 10 would be familiar with the OSPRI, a tool to measure the indicators.
4. Of the 21 principals, 10 would have used the OSPRI in their prekindergarten classes.
5. Of the 21 principals, 10 would have discussed the OSPRI results with their teachers.

Measurement of Objectives

Attendance at meetings designed to address the behavioral objectives was taken. A prekindergarten

administrators' inservice evaluation form, which this writer devised (see Appendix A), was issued to the principals which requested information on the activity presented, the information imparted including details, and how that information could have been utilized by that principal in a prekindergarten program. Evaluation of the activity was requested of the principals, as well.

The above information was collected by the writer. Lists of developmentally appropriate practices were generated, as well as ways to apply these practices. The lists were be analyzed by the writer to determine whether indeed an increased understanding of developmentally appropriate practices on the principals' part had taken place, and whether the application of this learning was also appropriate.

Unanticipated events were also documented and described. Their impact on the practicum outcome was assessed.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Principals were unprepared to be accountable for quality prekindergarten classrooms at their school sites. Prekindergarten classroom sites had not been chosen by assessing whether a potential site had a principal who demonstrated understanding and expertise in early childhood. The prekindergarten classes had been offered to the schools which demonstrated high populations of economically needy children. None of the principals were fully aware of program standards, developmentally appropriate practices, audit instruments, and their administrative and supervisory responsibilities in regard to the new classes.

Some solutions to the problem had been suggested by the literature. The National Association of State Boards of Education (1988) suggested that administrators with the primary responsibility for the early childhood unit be hired who have had pre-service, certification, or credentials in early childhood. It also suggested that inservice training be provided administrators in early childhood research and theory, and developmentally appropriate practices.

The National Association of Elementary School Principals (1990) said that elementary school principals should become knowledgeable about the development of the young child and about early childhood teaching techniques through university courses, conferences, seminars, and other learning opportunities sponsored by professional organizations.

The National Black Child Development Institute, Inc. (1987) said that principals with early childhood programs should have basic training in early childhood education, and that districts should have an on-going inservice training program for staff development.

This state required that districts document university hours taken by principals in early childhood, design a training component for principals to include inservice hours in early childhood, or document that principals' had a combination of the above within a specified time from receipt of a prekindergarten classes on their campus.

It was important to note that the U.S. Department of Health and Human Services (1984) in its Head Start Program Performance Standards delineated required and developmentally appropriate practices as they related to young children and the application of the Head Start education component. Yearly self-monitoring was required of every Head Start program and periodic on-site program audits were to be conducted by regional Head Start

officials to monitor compliance with program performance standards. The Head Start On-site Program Review Instrument, also known as the OSPRI, (Community Development Institute, 1991), was the tool to be used by the monitoring team to assess compliance with program performance standards. Programs were permitted to use the OSPRI to conduct their annual self-monitoring review. The principals of the prekindergarten classes at that time were unaware of the program performance standards and of the OSPRI.

The writer believed that the solution strategy of weaving administrator inservice training into the required Head Start program activities of on-site self-monitoring could have been implemented in the writer's workplace.

Description and Justification for Solution Selected

The solution strategy selected to address the problem of administrator unpreparèdness to supervise quality prekindergarten classes included providing inservice to the principals on the general program configuration and legislative requirements, as well as the state requirement of principal preparation in early childhood. Principals were also to be provided inservice on the Head Start Program Performance Standards as they related to the education component, and on the education portion of the OSPRI. They were then to conduct reviews of the prekindergarten classroooms at their individual school

sites using the OSPRI, and to discuss the OSPRI results with the teaching staff of their prekindergarten classrooms. The completed education portion of the OSPRI document was to be sent to this writer for verification. Total inservice points would be verified with the Teacher Education Center. This action plan would be shared with similar prekindergarten programs on demand.

The proposed strategy was thought to succeed because of five main factors. The Head Start Program Performance Standards illustrated developmentally appropriate practices in the education component. The principals would have wanted to be prepared for an official audit. The principals would want to comply with state-mandated inservice training requirements. The combining of the above would be an efficient use of principals' limited time. Finally, the use of a self-monitoring instrument which enumerates developmentally appropriate practices, and which would actually be used by an official team of auditors also maximizes the use of the principals' time and is a practical application of developmentally appropriate practices.

Report of Action Taken

Prior to the implementation of the strategy, this proposal was shared with the director of elementary operations who acted as the district liaison with the elementary principals. The plan was then shared with the

Teacher Education Center and acceptance for it was received. Principals were surveyed to determine their preferences for training times during the day, and for training site locations since the principals would be coming from all parts of the district. From the survey results it was determined that the training would take place at two sites, one in the north central district, and one in the south central district, to accommodate principals. It was further determined that the training would be given twice in one day, once in the north central location in the morning, and once in the south central location in the afternoon. Principals could choose the training locations and times which best suited their needs. The training dates were set after consultation with the director of elementary operations to determine when principals were not pre-scheduled for other activities.

Next, inservice trainers were sought and secured. This writer was to act as inservice trainer for the first training. The consultant who was to provide the content of the second and third training had a schedule conflict on the date established for the second training. It was decided to have the first training second and the second training first to accommodate the consultant. This was not a hardship since the topics of these two trainings could stand alone. Printed materials needed by the consultant and this writer, such as copies of the Head Start Program Performance Standards and the OSPRI were

ordered. A prekindergarten administrators' inservice evaluation form (see Appendix A), to be used by principals for evaluation of the training activities, was devised by this writer. Teachers, who had received prior training in the standards and the OSPRI, were notified of the plan to provide inservice to principals on the standards and the OSPRI.

In order to implement the solution, certain steps were followed in a sequential way. Inservice planning and training took the projected 7 weeks. First, preparation of the initial inservice for principals on the Head Start Performance Standards was completed by this writer in cooperation with the consultant. This included determination of the training objectives and the setting of the agenda (see Appendix B). Notices about the inservice were sent to principals, and to nearby districts with similar prekindergarten programs so that their principals or administrators could also attend. Inservice materials such as sign in sheets were gathered by the writer.

Next, inservice was held on the date specified. Attendance and evaluation of the training was taken at both the morning and afternoon sessions in both locations. In total, nine local principals were in attendance as was a program coordinator from a contiguous district. All were notified of the future training sessions.

Planning for the second inservice on the general program configuration and legislative requirements was begun immediately. Again the training objectives and the agenda were determined (see Appendix C). Materials for this session were gathered and notices of date, time, and location of the inservice were sent by the writer to all prekindergarten principals and nearby districts.

The second inservice was conducted as planned and again attendance was taken and evaluation forms were circulated following each session. Notice of the third and final inservice training date was shared with the same nine principals and the one out-of-district program coordinator who were in attendance for the second time.

The third inservice on the OSPRI was planned by this writer and the consultant with training objectives identified and an agenda finalized (see Appendix D). Materials were gathered and notices of date, time, and location of the inservice were sent to the principals by the writer.

The inservice on the OSPRI was conducted by the consultant with assistance from the writer. Attendance at the inservice was taken and evaluation sheets on the inservice training were circulated by the writer for the final time. The same nine principals were in attendance but the out-of-district program coordinator was not present.

At this third training session, the principals were also requested by the writer to return to their school sites to conduct reviews of their prekindergarten classes using the education portion of the OSPRI after notifying the teachers of the review date. The principals were asked to discuss their findings with the teachers, and to then send their OSPRI documents to this writer. This writer announced her availability to provide technical assistance during the process. During the next 3 weeks, six principals undertook this procedure, while the remaining three principals, who had also consistently attended the training, did not.

During the next 2 weeks, the principals who participated in this portion of the solution strategy sent their completed OSPRI documents to the writer who reviewed them. The writer then sent Prekindergarten Administrator Inservice Evaluation Forms to the principals for them to complete.

Finally, during the last 2 weeks, the Evaluation Forms were collected from the principals. The Teacher Education Center was given the forms and the sign in sheets, and inservice points were assigned to the participating principals. The implementation period of the solution strategy was also evaluated during this period.

CHAPTER V

RESULTS, CONCLUSIONS, RECOMMENDATIONS, AND DISSEMINATION

Results

The problem that existed in this writer's work setting was that principals of elementary schools with early childhood classrooms were unprepared to be accountable for quality programs at their school sites. The problem existed because the classes were placed at the sites without regard to whether the principals were trained in good early childhood practices, but because populations of at-risk children were present.

The solution to the problem was to provide inservice training to principals about relevant topics including program configuration, legislative requirements, the education component of the Head Start Program Performance Standards and how the standards relate to developmentally appropriate practices, and the On-site Program Review Instrument, which is the Head Start monitoring document. Following training, principals will be encouraged to use the OSPRI in their own classrooms, and to review findings with their teachers.

The goal of this practicum was to help principals who supervise the district prekindergarten classes become more knowledgeable about developmentally appropriate

educational practices and to assist them in more effectively administering the prekindergarten programs at their school sites.

Specific objectives were designed to achieve these goals. The following list includes each objective and the results related to the objective.

Objective 1: It was projected that of the 21 principals with prekindergarten classes, 10 would become familiar with selected standards of developmentally appropriate practices which should be present in an early childhood classroom. Only 9 of the 21 principals actually attended the inservice training covering the subject of developmentally appropriate practices in early childhood classrooms. Of those 9, however, all used the prekindergarten administrative inservice form to identify developmentally appropriate practices they had learned during the inservice training (see Appendix E). One out-of-district coordinator also attended. The training itself was unanimously rated "excellent" by all of the attendants.

Objective 2: It was projected that of the 21 principals with prekindergarten classes, 10 would become familiar with indicators of selected standards of developmentally appropriate practices. Only 9 of the 21 principals actually attended the inservice training which addressed this subject. These 9 principals, however, were the same 9 principals which attended the first training.

All 9 principals were able to identify indicators of selected standards. For the most part, the standards selected by the principals for which indicators were identified were the same standards they enumerated in the first evaluation form (see Appendix E). One out-of-district coordinator also attended this training. The training itself was rated "excellent" by 9 of the attendants and "above average" by 1 attendant.

Objective 3: It was projected that of the 21 principals with prekindergarten classes, 10 would become familiar with the OSPRI, a tool to measure the indicators of the standards. Only 9 of the 21 principals actually attended the inservice training which addressed this subject. Once again, however, they were the same 9 principals who had attended the earlier trainings. The evaluation forms identified concepts about the OSPRI which indicated that all of the 9 principals understood the relationship between the OSPRI and the indicators (see Appendix E). The out-of-district coordinator did not attend this training. The training itself was rated "excellent" by all 9 principal attendants.

Objective 4: It was projected that of the 21 principals with prekindergarten classes, 10 would have used the OSPRI in their on-site classes. Only 6 of the 21 principals actually used the OSPRI in their classes as demonstrated by the returned OSPRI documents to this

writer. The 6 principals were among the 9 who consistently attended the offered inservice training.

Objective 5: It was projected that of the 21 principals with prekindergarten classes, 10 would have discussed the OSPRI results with their teachers. As mentioned, only 6 of the 21 principals used the OSPRI in their classes, but of these 6, all discussed the results with their teachers as indicated by a note attached to the OSPRI documents giving the date of the discussion and the signatures of the principal and teacher.

Conclusions

The 5 behavioral objectives all projected that 10 of the 21 principals who had prekindergarten classes would be involved in the practicum solution strategy. As reported, only 9 principals participated in the 3 inservice training offerings, and only 6 principals used the OSPRI and discussed the results with their teachers. The lack of principal participation in the training was due to a conflicting meeting which was scheduled at the last minute for the same time the first inservice training was to be held. This pulled away a number of prekindergarten principals who had indicated an interest in participating in the training. Those principals who were able to attend the first inservice training, however, apparently appreciated the value of the training since they consistently returned for the subsequent sessions, and

since they consistently rated the trainings as "excellent" or "above average". The fact that only 6 principals returned to their school sites to use the OSPRI may have been due to the busy nature of the principals' job which sometimes prevents good intentions from being carried out. Overall, the principals received between 9 and 13 inservice points from the Teacher Education Center for their participation in the training and subsequent use of the OSPRI at their sites.

The overall low number of principal participation might indicate that the practicum solution was not effective, but to determine effectiveness, qualitative as well as quantitative evidence was examined. The administrators' inservice evaluation forms revealed that those principals who did participate actually became familiar with developmentally appropriate practices, their indicators, and the OSPRI, a tool to measure these indicators (see Appendix E). In addition, verbal feedback from those principals and teachers who had discussions following the on-site OSPRI use was positive. Consistently, the principals expressed more confidence in being able to interpret what they observed in the classrooms and in leading discussions with the teachers. The teachers reported that while they initially felt threatened by the presence of the principals in their classrooms which was fairly uncommon, they were ultimately heartened by the following discussions since principals

communicated an understanding of what they saw and could relate their observations to developmentally appropriate practices.

In addition, this writer has observed that the nine principals who participated in the practicum solution were more likely to talk about their prekindergarten classes among themselves and their peers at general principal meetings also attended by this writer, and that the talk was positive in nature. When the issue of administrator training in early childhood was discussed, the practicum solution inservice training was mentioned by participating principals as having been helpful and illuminating, and these principals encouraged their peers to attend future training. At least 8 inquiries from other principals were made of this writer as to whether the training would be repeated. Further evidence of positive change included the fact that 5 of the participating principals expressed interest in undertaking the self-study necessary to obtain accreditation through the National Association for the Education of Young Children, a procedure they learned about during the inservice training and which is a natural step beyond use of the OSPRI with which to become more familiar with developmentally appropriate practices. Finally, all of the participating principals have requested additional prekindergarten classrooms at their school sites should funding become available; this demonstrates to the writer that the principals have become

more comfortable with the responsibilities of monitoring the early childhood classrooms.

When the Federal peer review monitoring team visited the district program after the practicum was completed, it found that the entire program was in compliance with Head Start Program Performance Standards, including the education component.

Based on the qualitative and quantitative results of the practicum, the writer concludes that the goal of helping principals who supervise the district prekindergarten classes to become more knowledgeable about developmentally appropriate educational practices was met, although not to the extent projected by the behavioral objectives. Inservice training for principals in developmentally appropriate practices using Head Start Program Performance Standards and the OSPRI, and principal use of the OSPRI in their prekindergarten classrooms, is an effective way to provide this knowledge and to assist principals to more effectively administer the prekindergarten program at their school sites.

Recommendations

1. It is recommended that continued training of principals in early childhood take place since training makes a difference in principals' understanding of developmentally appropriate practices, their commitment to early intervention programs, their assistance in the

delivery of appropriate programs, and their monitoring of these programs.

2. It is recommended that various and numerous inservice training modules on early childhood education continue to be developed for principals in the field who are responsible for prekindergarten programs.

3. It is recommended that inservice training modules make use of existing tools, such as the OSPRI, that are not only practical for principals to use to monitor program quality but which also teach about appropriate practices, since the training modules which use these tools seem to be the most influential for principals.

4. It is recommended that the inservice training provided during this practicum be continued on a yearly basis for those principals who were unable to attend the original training, and for principals who have new prekindergarten classes at their schools.

5. It is recommended that principals be encouraged to enroll in university courses to obtain more in-depth knowledge about children's early development and appropriate programming for young children.

6. It is recommended that principals who have had early childhood inservice training and who are perceived as leaders among their peers be responsible for advertising the inservice training and for recruiting principals to attend.

7. It is recommended that a stronger incentive than the offer of inservice points be offered to principals so that more will return to their school sites to use the OSPRI and to discuss the results with their teachers.
8. It is recommended that inservice training for principals take place at a time that would not conflict with other activities.

Dissemination

The writer shared this practicum with 300 participants in the 1992 Head Start Grant/Fiscal Management Seminar.

The practicum was also shared with the out-of-district coordinator who attended the principal inservice training and who took it back to her district.

The practicum was also shared with the district Teacher Education Center which has agreed to continue to offer the training in upcoming years.

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APPENDIX A

PREKINDERGARTEN ADMINISTRATORS' INSERVICE EVALUATION FORM

PREKINDERGARTEN ADMINISTRATORS'
INSERVICE EVALUATION FORM

NAME: _____S.S.#:_____

SCHOOL/LOCATION: _____

1. Describe and name the inservice activity (ie., meeting, a/v or print material, workshop, lecture, etc.).

2. What is the most valuable information you learned?

3. List three details about that information:

   (1)

   (2)

   (3)

4. Describe how the information learned could be utilized by you in a preschool program.

APPENDIX B

INSERVICE I OBJECTIVES AND AGENDA

Inservice I

Prekindergarten Head Start: The Recipe

Objectives: The participants will develop knowledge of:

1. The administrators' training component requirement.
2. Research about high quality early childhood programs.
3. The historical origins of the Prekindergarten Head Start program, its funding sources, monitoring agencies, and the professional activities needed to maintain continued funding.
4. District early childhood councils, committees, and subcommittees.
5. Federal, state, and district personnel requirements.

Agenda

Participate in Warm Up Activity

Review State Training Requirement

Discuss Brochure: What are the Benefits of High Quality Early Childhood Programs

See Film: Head Start, A Nation's Pride

Discuss Legislative Requirements, Funding and Monitoring

Discuss Flowchart of Required Governing Councils

Evaluate Inservice and Presenter

Sign Up for Future Inservices

APPENDIX C

INSERVICE II OBJECTIVES AND AGENDA

Inservice II

Head Start Education Performance Standards and Developmentally Appropriate Classroom Activities

Objectives: The participants will develop knowledge of:

1. The Head Start Education Performance Standards.
2. Developmentally appropriate programming, including child-initiated, teacher supported play, classroom organization, and the effective utilization of room, equipment, materials and supplies to accommodate all cultural and developmental needs and differences.
3. An appropriate schedule that provides for a balance of active movement, rest, and quiet activities, transitions between activities, and a balance of child and adult initiated activities.
4. Appropriate methods of teacher/child and child/child interaction to facilitate the development of positive behavior, discipline, self-esteem and independence for all children.

Agenda

Participate in Warm Up Activity

Review Objectives

Participate in Four Corners Activity Regarding Beliefs of What's Best for Children

Introduce Developmentally Appropriate Practices and Performance Standards

Present Guidelines for Developmentally Appropriate Practices

Participate in Card Sorting Activity of Developmentally Appropriate Practices

Review Performance Standards

Participate in Group Juggling Activity

Evaluate Inservice and Presenter

Sign Up for Future Inservice

APPENDIX D

INSERVICE III OBJECTIVES AND AGENDA

Inservice III

The Head Start Audit Instrument, The OSPRI: What It Measures and How to Use It

Objectives: The participants will develop knowledge of:

1. The OSPRI, the Head Start audit instrument, and its portion on education.
2. How to conduct a self assessment, and collect data and documentation required to illustrate compliance with federal standards.
3. How to use the information to improve the program.

Agenda

Participate in People to People Warm Up Activity

Introduce the OSPRI

Present the Rating System

Present Overview of Education Standards

Understand Self Assessment

Move from Self Assessment to Program Improvement

Closing Activity

Evaluate Inservice and Presenter

Agree to Conduct OSPRI at Schools and Return Documentation

APPENDIX E

SAMPLES OF PRINCIPAL RESPONSES TO INSERVICE EVALUATIONS

SAMPLES OF PRINCIPAL RESPONSES TO INSERVICE EVALUATIONS
(Each Selected by at Least 3 Principals)

Selected Standards of Developmentally Appropriate Practices	Indicators of Selected Standards
There is provision for the development of intellectual skills	A balanced program of staff-directed and child-initiated activities is provided
	Field trips are regularly scheduled
	Children are actively engaged in play
There is a supportive social and emotional climate	Children are given many opportunities for success through program activities
There is promotion of children's physical growth	Children are provided appropriate guidance while using equipment and materials
There is a curriculum which is relevant and reflective of the needs of the population served	Children are provided materials which reflect cultural, ethnic, and gender diversity

Restatement of Some Principal Remarks Concerning the OSPRI

1. According to the OSPRI, one may determine if indicators of developmentally appropriate practice are present through observation, interviews with classroom staff and parents, and through available documentation.

2. The OSPRI lists a number of environmental clues to whether developmentally appropriate activities are taking place.

3. The OSPRI lists developmentally appropriate activities which should be included in written daily lesson plans.

4. The OSPRI lists ways that parents can be involved in the education of their young children.

5. The OSPRI document provides a baseline for program improvement.